|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade:** | | **Course:** | | | | | **Unit:** | |
| **Common Core/Essential**  **Standard #:**  **RL.9-10.1, RL.9-10.2, RL9-10.3 RL.9-10.7,RL.9-10.9, RL.10.10, RI.9-10.1, RI.9-10.2, RI.9-10.7, RI.9-10.9, RI.9.10,RI.10.10, W.9-10.1, W.9-10.2, W.9-10.4W.9-10.5, W.9-10.6,W.9-10.9,L.9-10.1L.9-10.2** | | **Unit Description: The Hero’s Journey**  **The student uses knowledge and characters in World Literature to effectively understand the archetypal hero. This includes how this hero aligns himself with his culture and its needs and values as well as the common human flaws that connect this hero to all humanity. This is a study of the connecting forces that shape all human beings and the extraordinary human qualities that can promote both positive and negative change in the world.** | | | | | **Instructional Days:**  **approx: 4 weeks** | |
| **Learning Targets:**  **Students identify the common traits of the hero and of Aristotle’s standards of tragedy and the tragic hero. They will be able to analyze and explain the themes of honor and hubris (arrogance) and their effects on a human being and a culture. With many works from many different cultures and times, they will identify individual cultural components that shape the story and universal commonality between mankind that connects these works and characters together.** | | | | **Recommended Resources:**  Prentice Hall World Masterpieces  Selected supplementary texts  Julius Caesar,  The Iliad,  The Aeneid,  Things Fall Apart,  Oedipus the King  Movies: Troy,  The Count of Monte Cristo,  Les Miserables  The Man of La Moncha,  segments of Platoon or Saving Private Ryan  The Kite Runner,  Gilgamesh,  Maus,  Song of Roland,  Star Wars,  National Geographic: Discovering Troy,  Siddartha,  Lincoln ~ Douglas Debates,  Cuban Missile Crisis Speech by JFK,  Nixon’s Checkers speech,  Hitler’s speeches ~ Black Fox,  Charlie Chaplin’s speech in The Great Dictator  Book of Esther  The War Prayer,  Beware of the Dog | | | | |
| **Essential Terminology:**  **Tragedy, tragic hero, epiphany, hubris, hamartia (tragic flaw), culture, archetype, honor** | | | | **Online (only links specific to this standard):**  Amnesty International  Research nontraditional heroes online (women and children)  Research memoirs of missionaries  Research nontraditional war heroes such as nurses and support staff | | | | |
| **Essential Readings:**  **Homer’s the Iliad**  **Shakespeare’s Julius Caesar**  **Virgil’s The Aeneid**  **Achebe’s Things Fall Apart** | | | | | | | | |
| **Essential Question:**  **What effect do leaders (or heroes) have on society?**  **How do heroes change our society for the better and the worse?**  **How does the culture shape our definition of a societal hero?**  **What qualities remain timeless and consistent in the hero?**  **How do leaders (heroes) still reflect the universal/timeless strengths and weaknesses of mankind?** | | | | | | | | |
| **Activating Strategy: KWL charts, movie clips, anticipation guides, graphic organizers** | | | | | | | | |
| **Suggested Instructional Tasks:**  **Writing: Discuss the theme of honor as it affects the heroes in Homer’s Iliad, Shakespeare’s Julius Caesar and/or Achebe’s Things Fall Apart. Essay the depicts the modern day epic hero. Study speeches by famous leaders discussing how they use language to move/persuade their audience ~ write your own speech.**  **Speaking and Listening: Discuss the rhetorical strategies and propaganda used in Act III speeches of Brutus and Antony. Have students use these same techniques to prepare and deliver a speech on a topic of their choice or the teacher’s choosing. Discuss rhetorical strategies of Lincoln ~ Douglas Debates and use techniques to write your own argument, (Cuban Missile Crisis Speech by JFK)**  **Writing/Research: Write an expository essay on the effects of revenge or anger. Use research to provide historical and cultural references supporting this theme as well as literary references to The Iliad and The Count of Monte Cristo.**  **Who is your hero?**  **Technology: Write an essay or produce a powerpoint presentation on all the leaders discussed in this unit and illustrate their common traits and how they affected change in their society. Add current leaders and historical examples from the past to show the power of the hero throughout history.**  **Research nontraditional hero and create a powerpoint/prezi/or use another technology resource to create a presentation for class.**  **Multi Media: Watch Troy and discuss the differences in the movie and the text. How does our modern culture “Hollywood” this story and why?**  **Have students find songs about heroes and write an argumentative paper explaining/defending why the song is about a hero or heroic. “The Change” … others?** | | | | | | | | |
| **Literacy Components:** Reading:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | Writing:  RAFT assignments  GIST  Reciprocal Teaching  TPEQEA | | | | Listening & Speaking:  Group Technology Presentations  Paedia Seminar | | | Language:  essential vocabulary  grammar concepts |
| **Summarizing Strategy: Create an epic in poem, song or children’s book form. power points, webquests, scavenger hunts, objective tests, research, essays**  **Brown Bag It Activity, A-Z maps** | | | | | | | | |
| **Support for Differentiation:**  ELL ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia  jigsawing books | | | EC ~ summaries for complex text, draw for testing, guided Cornell notes, prefix/root word/suffix study, vocabulary, Quia | | | AIG ~ add more research | | |

Sample Formative Assessment (aligned to Learning Target):